

History B (Short Course)

General Certificate of Secondary Education **1037-01**

Paper 1 The Modern World

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

APPLICATION OF THE MARK SCHEME

1. Use of the Mark Scheme

- 1.1 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.
- 1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4 Be consistent from script to script and from batch to batch.
- 1.5 Indicate that all answers have been seen.
- 1.6 Do not transfer marks from one part of a question to another.
- 1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8 The mark scheme primarily aims to reward conceptual understanding and the demonstration of evidence handling skills. Contextual knowledge is of course important in so far as it enables candidates to demonstrate their understanding of concepts and their source evaluation skills. **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.9 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.
- 2.0 The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of the questions in Section B and the (c) part of questions 8 and 9 in Section C.
Written communication will be assessed as follows.
Candidates are expected to:
 - Present relevant information in a form that suits its purpose;
 - Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes. Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

2. Marking

- 2.1 All marking should be in red.
- 2.2 The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/5.
- 2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4 The total mark for each question should be transferred to the front page of the script. The marks for all the questions should be totalled and indicated.
- 2.5 Where necessary for clarification written comments should be used. These should relate to the Mark Scheme. When writing comments it is important to remember that scripts may be returned to a Centre.

3. Before the standardisation meeting

- 3.1 You must mark, in pencil a selection of at least ten scripts.
- 3.2 The scripts should be drawn from several Centres.
- 3.3 The marked scripts should be brought to the standardisation meeting.

4. Handling unexpected answers

- 4.1 The standardisation meeting will include discussion of the range of acceptable responses.
- 4.2 Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

Section A

QUESTION 1

1(a) Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only**1-2**

e.g. 'The figure on the left is being held whilst it receives the peace terms in the form of a pill.'

'The Treaty was good (bad) one.'

'The Treaty will make things better.'

'Germany was being treated unfairly.'

(Allow 2 marks for a valid message but one that is not the main message)

Level 2 Interpretation to give the main message**3**

The message must relate to the idea of force or that the treatment was unpleasant or that it was expensive.

e.g. 'The main message of the cartoon is that Germany is being forced to accept their treatment at Versailles.'

'Germany is being forced to accept unpleasant / expensive treatment.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge**4-5**

e.g. 'The main message of the cartoon is that Germany is being forced to accept their treatment at Versailles. The cartoon shows the Allied leaders administering the 'medicine' to Germany and Germany does not want to take it so Germany is struggling and has to be forced to accept its punishment as shown by the hand with the names of the countries on it. It does not have a choice as can be seen at the right hand side of the cartoon where it says, 'You've got to swallow whether you like it or not.' eh box indicates the expense at 'millions a box'.'

OR

e.g. 'The main message of the cartoon is that Germany is being forced to accept their treatment at Versailles. The man representing Germany is struggling as Germany is being forced to pay very high reparations / suffer savage cuts to its military.. Germany was forced to accept the Peace Treaty (Diktat) but was not happy with many of the terms being imposed on them.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge**6**

Both sides of Level 3.

1(b) Study Sources B and C.

How far do these sources agree about the Versailles settlement? Use the sources and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 General assertion / comment on provenance / comment on source type 1

e.g. 'One is at the time and one is later.'

'They disagree because they are written by different people.'

Level 2 Describes / summarises / paraphrases content of either / both source(s) without comparison 2-3

e.g. 'Source B is about the freedom of the people of Europe.'

'Source C is about where people live and the reduction of German armaments.'

Level 3 Identifies agreement / disagreement but without support 4

'They agree as they are both positive about the Treaty of Versailles in relation to people. But they are different because they are commenting about the Treaty for different purposes.'

Level 4 agreement OR disagreement with support based on the content of the sources 5-6

e.g. 'These sources agree. Source B says that the time has come for the people of Europe to live under the government of their choice. Source C says the wishes as to which government they lived under were met.'

OR

'The Sources disagree as Source B is more idealistic with Wilson being confident that all Europeans will be living where they choose whereas Churchill (Source C) does accept that 'less than 3%' will not be under a government of their choosing. Wilson suggests the Treaty was a great settlement but Churchill implies that in relation to arms it has not worked and that original there were economic issues but these no longer exist.'

Level 5 agreement AND disagreement with support based on the content of the sources 7

Both sides of Level 4

Level 6 Argues agreement / disagreement by using contextual knowledge to give context /purpose 8

1(c) Study Source D.

Why was this cartoon published in Germany in 1919? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Surface use of source for information / general assertions **1**

e.g. 'It was published to show a vampire at work.'
'Clemenceau was a vampire.'

Level 2 Identifies / supports message but fails to get to purpose **2-3**

e.g. 'Clemenceau is harsh.'
'Clemenceau is sucking Germany dry.'

Level 3 Uses contextual knowledge to explain why the source was published but fails to get to purpose **4**

e.g. 'Clemenceau was nicknamed the 'tiger' because of his determination to ensure his punishment of Germany was aimed at revenge. Many thought it was vindictive. His proposals were aimed at crushing Germany so that it would not exist in any form that could cause further problems to the French.'

Level 4 Answers that identify purpose of cartoon **5**

The purpose can relate to:
e.g. 'The cartoon was published to alert German people of what was to come as the Treaty would suck the life out of Germany.'
'The cartoon was published to create public anger in response to the harshness of the treaty.'

Level 5 Answers that use contextual knowledge to explain the purpose of the cartoon (Level 3 + Level 4) **6-7**

e.g. 'It was published to prepare the people of Germany that they had to be ready for harshness when the Treaty impacts as they would be affected by Clemenceau's fierce demands. Clemenceau was nicknamed the 'tiger' because of his determination to ensure his punishment of Germany was aimed at revenge. Many thought it was vindictive. His proposals were aimed at crushing Germany so that it would not exist in any form that could cause further problems to the French.'

Level 6 Answers that use contextual knowledge to say why in 1919 **8**

e.g. As Level 5 plus - 'The Treaty was signed in June 1919 and this was an almost immediate response from Germany about perceived impact.'

1(d) Study Source E.

Are you surprised by this photograph? Use the source and your knowledge to explain your answer.

Target: AO1, AO2

Level 1 Answers that describe the photograph OR express surprise because of its surface features **1-2**

e.g. 'I am surprised by this source. It is odd that there is a dead horse in the street.'
'I am surprised people would want to eat a horse.'

Level 2 Not surprised / surprised - general claims about Germany at the time **3-4**

e.g. 'I am not surprised by the photograph as Germany was in a desperate situation.'
'I am surprised that the people of Germany were so desperate that they would want to kill a horse in the street and take the meat.'

Level 3 Not surprised OR surprised - uses contextual knowledge to explain **5-7**

e.g. 'I am not surprised. Germany was heavily in debt because of the war. The British blockade had restricted food reducing much of the population to starvation. Now the war had finished demobbed soldiers were returning home creating unemployment. The result was inflation and so people turned to extreme measures such as shown in the photograph.'

OR

'I am surprised. The new Weimar Republic was under threat. They were being blamed for signing the harsh Treaty but also that it was under threat from left and right-wing extremist groups. Publication of a picture like this might encourage German people to support these groups and cause the downfall of the Republic.'

'I am surprised and shocked as Germany was proud and dignified nation. The source presents them as very desperate, undignified and poor, tearing apart a dead horse in front of other citizens.'

Level 4 Not surprised AND surprised - uses contextual knowledge to explain **7-8**

Both sides of Level 3

1(e) Study all the sources.

‘Germany was treated fairly in the Versailles settlement.’

How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO1, AO2 and AO3

| | |
|--|------------|
| Level 1 Answers about the Treaty – no valid source use | 1-2 |
| Level 2 Uses sources to support OR reject the interpretation | 3-5 |
| Level 3 Uses sources to support AND reject the interpretation | 6-8 |

Supports the view that Germany was treated fairly.

- Source A –** Germany thought they were all powerful and treated countries badly thus they were getting their just medicine.
- Source B –** Wilson was explaining how just and fair the Treaty was as the ‘winners’ were not going to take land
- Source C –** Suggests that in the main the treaty was fair on Germany despite the minor difficulties.

Rejects the view – Germany was not treated fairly.

- Source A –** Germany was not treated fairly – it was forced to accept its harsh punishment.
- Source C –** Suggests that some of the economic punishments had been unfair.
- Source D –** Clemenceau's actions were unfair – sucking the life blood.
- Source E –** It must have been unfair as people are suffering from starvation.

Notes:

- Up to two bonus marks to be used for any evaluation of sources. This to be shown as +1 or +2.
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **F** in the margin for each source used to support the interpretation and **A** for each source used to reject the interpretation.
- Candidates must explain how the sources support or reject the interpretation.

QUESTION 2**2(a) Study Source A.**

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only**1-2**

e.g. 'The cartoon shows a figure representing Dubcek asking for more.'
'Dubcek is holding a bowl marked freedom.'

'Dubcek has asked for more freedom.'
(Allow 2 marks for a valid message but is not the main message)

Level 2 Interpretation to give the main message**3**

e.g. 'The message of the cartoon is that the USSR (Brezhnev) is shocked / horrified / concerned / by Dubcek's request for greater freedom for Czechoslovakia from the Soviet Union.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge**4-5**

e.g. 'The USSR (Brezhnev) is shocked by Dubcek's request for greater freedom for Czechoslovakia from the Soviet Union. The cartoon shows a person representing Czechoslovakia asking for increased freedom from the USSR, represented by Brezhnev. In the cartoon Dubcek is holding out his bowl for that freedom. Brezhnev is shocked that Czechoslovakia should ask to grant increased freedom.'

OR

e.g. 'The USSR (Brezhnev) is shocked by Dubcek's request for greater freedom for Czechoslovakia from the Soviet Union. Dubcek wanted 'socialism with a human face'. It became known as the Prague Spring. The reforms were not supported by the USSR who feared Czechoslovakia might leave the Warsaw Pact and that others might follow.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge**6**

Both sides of Level 3.

2(b) Study Source B.

**How useful is this source as evidence about causes of the Czechoslovakian Crisis?
Use the source and your knowledge to explain your answer.**

Target: AO1, AO2 and AO3.

Level 1 General assertions / provenance / source type **1**

e.g. 'All sources are useful.'

'It is useful because it is from a British newspaper at the time.'

'It is only useful to show one event.'

Level 2 Useful for what it tells you / not useful as there are things it does not tell you
2-3

e.g. 'It is useful because it tells us that Dubcek wanted more freedom in relation to censorship.'

'It does not tell you everything about the 'Prague Spring'.'

Level 3 Valid comment on utility of source based on source content **4-5**

e.g. 'The source is useful shows that a relaxation of censorship had an immediate beneficial effect with banned films not available for viewing.'

'It is useful as it highlights that Soviet suppression was a big concern in Czechoslovakia in 1968 and change was wanted.'

Level 4 Contextual knowledge used to explain utility of source

OR

significance of what is not shown in the source **6-7**

e.g. 'The source is useful as it shows that Dubcek was asking for greater freedom for the Czech people. He wanted less censorship. He believed in Communism but thought it need not be too restrictive.'

OR

'The source does not make clear that Dubcek did not want Czechoslovakia to leave the Warsaw Pact. Dubcek saw his plans as 'socialism with a human face. The Soviet Union was concerned that if one country 'broke free' others would follow.'

Level 5 Makes supported judgement as to 'how useful' **8**

2(c) Study Sources C and D.

Which of these sources is more reliable as evidence about the Czechoslovakian Crisis of 1968? Use the sources and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Accepts source(s) as reliable – paraphrases / copies source(s) **1**

e.g. 'Source C says Soviet troops are in Czechoslovakia and Source D says Czechoslovakia needs help.'

Level 2 Unsupported acceptance as reliable / unreliable – based on source type / provenance / tone **2-3**

'Both sources are reliable. Source C is from a radio broadcast and Source D is from an official news agency and so must be reliable. Both were from in 1968.'

Level 3 Makes inference(s) about reliability of source(s) **4-5**

e.g. 'Source C is about a surprise attack reported on Czech radio broadcast. They would not have broadcast this if it were not true as it would frighten people.'

'Source D is from the official news agency of the Soviet Union and confirms that they are helping Czechoslovakia. This agency would have no reason to issue false information as it is speaking officially to inform the world why the Soviet Union has taken action.'

Level 4 Considers reliability by considering purpose **6-7**

e.g. 'The Soviet Union was concerned about what Dubcek was doing in Czechoslovakia. His ideas of reform (Prague Spring) were seen as a threat to Soviet control. In early August tension seem to ease following discussions however on the 20 August, without the Czech leaders being aware, Soviet tanks moved into Czechoslovakia. This is what Source C is saying to the people and so it must be reliable.'

'To put a different slant on what was going on the official information from the Soviet Union (Source D) suggests that Soviet support is being provided by request to ensure that any revolutionaries threatening Czechoslovakia are eliminated. The Source does suggest peace but also indicates that the Soviet power will not be threatened.'

'If the purpose of Source D is to cover-up Soviet actions that it could be less reliable. Why would the Czechoslovakian government ask for assistance when the threat was from the USSR?'

Level 5 Makes supported judgement as to 'more reliable' **8**

2(d) Study Source E.

Are you surprised by this cartoon? Use the source and your knowledge to explain your answer.

Target: AO1, AO2

Level 1 Answers that describe the cartoon / unsupported assertions / express surprise at surface features

1-2

e.g. 'I am surprised by this source. It is strange that some one would go surfing when they are chained up.'

'I am surprised as it appears strange to show well-known people as gangsters.'

Level 2 Not surprised – general claims about relations at the time

3-4

e.g. 'It is not surprising to see Dubcek in chains because of his relationship with the Soviets.'

'I am not surprised as the US hated the Soviet Union and their policies.'

Level 3 Surprised / not surprised - uses contextual knowledge to explain either link with Czechoslovakia OR reason why America would produce this cartoon

5-7

e.g. 'It is not surprising that the Soviets, who were led by Brezhnev, were annoyed with, and wanted to get rid of Dubcek. He was encouraging his people to reduce Soviet control through the 'Prague Spring' to gain greater freedom. The Soviets did not like this as it resulted in criticism of the USSR and its corrupt system. Dubcek was removed from power as Brezhnev was under pressure from other Communist countries.'

'I am not surprised this was an American cartoon. It was published at the time of the Cold War when the US was concerned that Communism was spreading. It was a US attempt to discredit the Soviet leaders by showing them as gangsters preparing to get rid of Dubcek. The West protested at Soviet actions.'

OR

'I am surprised the USA thought the Soviets would deal with Dubcek as although Dubcek wanted to change things he was a strong believer in Communism and did not want to take Czechoslovakia out of the Warsaw Pact or Comecon.'

Level 4 Surprised AND not surprised - uses contextual knowledge to explain either link with Czechoslovakia OR reason why America would produce this cartoon

8

Both sides of Level 3.

2(e) Study all the sources.

‘Dubcek was blamed for the Soviet Union’s invasion of Czechoslovakia.’
How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO1, AO2 and AO3

| | |
|--|------------|
| Level 1 Answers about – no valid source use | 1-3 |
| Level 2 Uses sources to support OR reject the interpretation | 3-5 |
| Level 3 Uses sources to support AND reject the interpretation | 6-8 |

Supports the view that it was Dubcek’s fault.

- Source A –** Dubcek is shown shocking the Soviets by asking for freedom.
Source B – Dubcek introduced change which went against a traditional Soviet approach.
Source E – It must have been his fault as he is being dealt with harshly.

Disagrees with the view – It was the Soviet’s fault.

- Source C –** It was the fault of the Soviet Union as they came into a country without permission.
Source D – Suggests that the Soviets were protecting Communism.

Notes:

- Up to two bonus marks to be used for any evaluation of sources. This to be shown as +1 or +2.
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **F** in the margin for each source used to support the interpretation and **A** for each source used to reject the interpretation.
- Candidates must explain how the sources support or reject the interpretation.

Section B

QUESTION 3

3(a) In what ways did the League of Nations aim to deal with disputes between countries?

Target: AO1

One mark for each relevant aim; additional mark for supporting detail.

4

e.g. 'The League offered an opportunity for countries to talk.'

'Through the International Court of Justice.'

'By encouraging nations to disarm.'

'The League could put pressure on the guilty country, bringing world opinion against it. (Collective security)'

'Members could refuse to trade with the guilty country (economic sanctions).'

'The armed forces of member countries could be joined together and used against the aggressor (military force).'

Must develop Council/Assembly to describe actions.

3(b) Explain why the League had some successes in the 1920s.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'It aided peace.'
Lists successes without comment.

Level 2 Identifies AND/OR describes why 2-3**(One mark for each)**

e.g. 'Because its decisions were accepted.'
'Disputes were often between smaller countries.'
'Many saw it as doing humanitarian work.'

Candidates may describe the successes without any indication of why it was a success. This may well include reference to the Aaland Islands, Greek-Bulgarian War and Upper Silesia. Allow marks in this level for this approach.

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Early successes of the League gave nations confidence and they wanted it to work. Most of the disputes in this period involved smaller nations and they accepted more readily the L of N judgement.'
'War had just ended and countries did not want more hostility. Countries such as Germany and Japan were not powerful and were not a problem.'
'Finland and Sweden were in dispute over the Aaland Islands (1920). The League studied the case made a ruling and both countries accepted the League's decision.'
'In the Greek – Bulgarian border dispute both sides stopped fighting. The Greeks were fined. Both sides obeyed the League's orders.'
'The League was in a position to deal with humanitarian problems. The war had left thousands of refugees and former prisoners of war in refugee camps. The League did tremendous work in getting them back to their homelands.'
'The L of N was able to help prevent the collapse of the Austrian and Hungarian economies by arranging international financial help.'
'The L of N prevented the collapse of the Austrian and Hungarian economies by arranging international financial help.'

3(c) 'The failure of the League of Nations was mainly due to the Abyssinian crisis.' How far do you agree with this statement? Explain your answer.

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**
e.g. 'It was really world events that caused the failure.'

Level 2 Description / identification of reasons for League's failure **2-4**

(One mark for each)

e.g. 'The lack of power of the League was exposed in both Abyssinia and Manchuria.'
'The USA was not a member and this weakened the League.'
'The League was too slow to act.'
'Extreme political parties came to power.'
'The World Depression affected the League.'

Level 3 Explanation of Abyssinia OR other reasons for failure **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'Because of self interest Britain and France were not willing to risk war with Mussolini and no other country in the League was strong enough to resist him.'
'The League condemned Italy and imposed sanctions but crucially did not include restrictions on oil and other war materials or the closure of the Suez Canal. Britain and France wanted to remain on good terms with Italy as they feared Mussolini going as an ally of Italy.' (2 marks)
'Britain and France searched desperately for a solution and in secret. The Hoare Laval Pact to partition Abyssinia was leaked to the press and caused public outcry. This secret action undermined the League and showed that Britain and France were not prepared to back tough action.' (2 marks)

OR

'The League was too idealistic. It expected nations e.g. Japan, to obey without giving it the power to enforce its will. The League did not have its own army.'
'The League was slow to take action as in Manchuria with the Lytton Report. By the time he reported Japan had carried out its military action in China.'
'The Great depression brought difficulties to many countries such as Germany. Here the Nazis offered to deal with the problems and so encouraged extreme political parties such as the Nazis. Hitler withdrew from the League and actively followed a policy to destroy the Treaty of Versailles.'
'Not all nations were members including the USA. Others left when coming into dispute with the League such as Japan. This weakened the League leaving it in the hands of Britain and France who had their own problems and they were not prepared to take military action as they feared another war and were not prepared and so followed appeasement.'
(2 marks)

Needs to put e.g. 'They had no army' into a context.'

Level 4 Explanation of Abyssinia AND other reasons for the League's failure **6-9**
Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' **9-10**

QUESTION 4**4(a) What was the Sudetenland Crisis of 1938?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'Hitler wanted the Sudetenland for protection against the USSR.'

'Chamberlain offered a compromise which was rejected by Hitler, who wanted the whole of the Sudetenland by 28 September. Chamberlain rejected this and war was imminent.' (2 marks)

'At Munich it was agreed that the Sudetenland would be transferred to Germany.'

'The day after Hitler and Chamberlain promised not to go to war with each other.'

4(b) Explain why the Nazi-Soviet Pact of August 1939 made war more likely.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'It brought about an alliance.'

Level 2 Identifies AND/OR describes reasons for importance 2-3**(One mark for each)**

e.g. 'Hitler could invade Poland.'

'It brought together Germany and the USSR.'

'Germany could avoid war on two fronts.'

'It gave Hitler confidence.'

Level 3 Explains reasons for importance 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Hitler wanted to expand and by signing the Pact knew that he could now invade Poland without having to worry about what action the USSR would take.'

'The pact left Britain and France alone to fight against Germany. What surprised Hitler was the fact that they signed a formal alliance to protect Poland's independence.'

'The pact was the single most important short-term cause of war because Hitler ignored the warnings and invaded Poland.'

4(c) 'The policy of appeasement was a failure.' How far do you agree with this statement? Explain your answer.

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'It was as war broke out.'

Level 2 Description / identification of success / failure **2-4**

(One mark for each)

e.g. 'It gave Hitler the opportunity to grow stronger.'

'It allowed Hitler to break international agreements.'

'It allowed Hitler to be aggressive.'

'It alarmed the USSR.'

'It brought about missed opportunities to stop Hitler.'

'It gave time to Britain to rearm and delay war.'

'People wanted a strong Germany to deal with Stalin.'

'It was thought eventually Hitler would be satisfied.'

Level 3 Explanation of success OR failure of appeasement **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'Appeasement was about giving in to a bully. The appeasers assumed that if they made concessions to Hitler it would reduce the chances of war. In fact it encouraged Hitler to demand more. It left Czechoslovakia to its fate'

'The appeasers assumed Hitler was a rational politician. They completely misjudged his ruthlessness both to break agreements such as the Treaty and use force.'

'The appeasers missed vital opportunities to stop Hitler, in particular over the Rhineland and by delaying allowed Hitler time to build up his military strength.'

'It alarmed the USSR as Hitler made no secret of his plans to expand eastwards. It sent the message to the Soviet Union that Britain and France would not stand in his way.'

OR

'Britain was too weak militarily to fight Germany and it gave time for Britain to rearm so they were ready to fight when Germany invaded Poland.'

'Both British and French leaders wanted to avoid the horrors of another war and made every effort through appeasement to do so. This was supported by many people who appreciated the efforts to avoid the horrors of another conflict.'

'The British people hoped that a strong Germany would stop the spread of Communism. The USSR under Stalin was seen as a much greater threat. The Nazi-Soviet Pact had not been anticipated.'

Level 4 Explanation of success AND failure of appeasement **6-9**

Both sides of Level 3

Level 5 Explains with evaluation of 'how far' **9-10**

QUESTION 5**5(a) What was the 'Cold War'?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'Deep distrust between two countries.'

'It was an arms race.'

'An increased tension which brought a frosty atmosphere but no actual fighting.'

'A rivalry that started in 1945-46 (1) and lasted for over 40 years.' (2)

'A tension of different ideologies, (1) Capitalism v Communism.' (2 marks)

'Increasing tension that developed between two superpowers, the USA and the USSR.' (2 marks)

5(b) Explain why there were tensions at the Potsdam Conference of July 1945.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'Each side held a different view.'

Level 2 Identifies AND/OR describes reasons for disagreement 2-3**(One mark for each)**

e.g. 'The Allied leaders had changed. The USA was represented by Truman and Britain by at first Churchill and then Attlee.'

'There was disagreement over the long-term future of Germany.'

'There was disagreement over Soviet policy in Eastern Europe.'

'They disagreed about reparations.'

Level 3 Explains reasons for disagreement 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'There was disagreement over what to do with Germany in the long-term. The big question was whether, or when, the four zones would be allowed to join together to form a united country again.'

'With the absence of Churchill the conference became dominated with the rivalry and suspicion between Stalin and Truman. They were totally opposed to each other's ideology. An example was Truman not informing Stalin that the USA had the atomic bomb and were to use it against Japan.'

'Truman was highly suspicious of Stalin and less willing to trust him. Truman was concerned about the growing power of the Red Army and Soviet intentions in Eastern Europe. Poland was a particular area of contention.'

'Truman did not want to repeat the mistakes of 1919 and so disagreement arose over the treatment of Germany. Stalin wanted compensation for the twenty million dead and also Stalin wanted to cripple Germany to protect them from future attack.'

- 5(c) 'The USA was more to blame than the USSR for the start of the Cold War.' How far do you agree with this statement? Explain your answer.**

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'Each side was to blame because they followed different ideas.'

Level 2 Description / identification of reasons for disagreement **2-4**

(One mark for each)

e.g. 'Soviet Union and USA did not trust each other.'

'The USA was against Communism.'

'USA introduced Marshall Plan.'

'The USA had the atomic bomb.'

'Stalin wanted to spread Communism.'

'Stalin had deployed the Red Army in Eastern Europe.'

'Stalin blockaded Berlin.'

Level 3 Explanation of agreement OR disagreement **4-6**

'The USA interpreted the Soviet takeover of eastern Europe as the start of spreading communism around the world and responded with the Truman Doctrine and Marshall Plan which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat.'

'The fact that the USA had the atom bomb but failed to inform Stalin they were going to use it encouraged Stalin to rush through the Soviet response and the arms race had started.'

OR

'The USA and USSR held different ideologies of Capitalism v Communism and actions led to suspicion and hostility as they drifted apart at the end of the war as there was no common enemy. Harmony not helped by politicians such as Churchill and his "Iron Curtain" speech or Truman and his attitude towards Communism.'

'Stalin refused to allow Soviet controlled countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries.'

'Following Yalta it was expected that there would be free elections in Eastern Europe countries after their liberation. The Red Army made sure their new governments were Communist controlled.'

'European countries set up NATO to help each other if attacked by Stalin. To counter the Marshall Plan Stalin set up Cominform to strengthen co-operation between communists and Comecon to develop economic co-operation between communist countries.'

Level 4 Explanation of agreement AND disagreement **6-9**

Both sides of Level 3

Level 5 Explains with evaluation of 'how far' **9-10**

QUESTION 6**6(a) Describe relations between Cuba and the USA in the period 1959-1961.**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. 'Relations were tense / frosty.'

'There was no direct confrontation.'

'In January 1961 the USA broke off diplomatic relations.'

'America refused to buy Cuban sugar (July 1960), and in October 1960 ended all trade with Cuba.' (2 marks)

'Kennedy supported exiles who tried to overthrow Castro at the Bay of Pigs. Kennedy was humiliated.' (2 marks)

'It was tense as the USA had supported Batista but he had been overthrown by Castro who they feared would be Communist. The USA continued to support exiled Cubans.' (3 marks)

6(b) Explain why Khrushchev sent missiles to Cuba.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'As a threat.'

Level 2 Identifies AND/OR describes reasons 2-3**(One mark for each)**

e.g. 'To bargain with the USA.'

'To test the will of Kennedy who was a new President.'

'To gain the upper hand in the arms race.'

'To defend Cuba.'

'It's not clear.'

Level 3 Explains reasons for his actions 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Khrushchev wanted to bargain with the USA . If he had missiles in Cuba he could agree to remove them if the USA removed their missiles from, for example, Turkey.'

'In the context of the Cold War, he was trying to see how strong the USA really was and to test the new President.'

'Following the Bay of Pigs incident he was genuinely defending Communism in Cuba.'

6(c) 'The USA gained more from the Cuban Crisis than the USSR.' How far do you agree with this statement? Explain your answer.

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. 'They both gained something.'

Level 2 Description / identification of actions 2-4

(One mark for each)

e.g. 'Communism remained close to the USA.'
 'Kennedy was humiliated over the Bay of Pigs.'
 'The USA through Kennedy took a firm line with the USSR.'

Level 3 Explanation of USA OR USSR 4-6

(Developed explanation to be given two marks within L3 and L4)

e.g. 'The USA and Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down.'

'Kennedy gained by selecting the right strategy. Following two letters from Khrushchev, Kennedy decided to reply to the first and not the second, accepting the offer made for the removal of missiles and this approach worked as the bases were dismantled.'

'The invasion known as the Bay of Pigs was unsuccessful and although the US denied any involvement, Kennedy had been humiliated.'

'The USSR was able to claim a triumph as Cuba remained a useful Communist ally close to America.'

'In the Soviet Union the fact that Khrushchev had been forced to back down was quickly forgotten and instead his role of responsible peacemaker, willing to make the first move to compromise, was highlighted.'

'The crisis damaged Khrushchev's prestige, despite the fact he claimed the crisis was a victory for the Soviet Union. Some leading Soviet politicians were angry that their country had been forced to back down. They played a significant part in Khrushchev's dismissal in 1964.'

'Both countries realised that the Crisis had given the world a serious scare and were anxious to ensure it did not happen again. It was agreed to set up a 'hot-line' between Washington and Moscow to enable direct communication to take place. In 1963 a Nuclear Test Ban Treaty was signed.'

Level 4 Explanation of USA AND USSR 6-9

Level 5 Explains with evaluation of 'how far' 9-10

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553